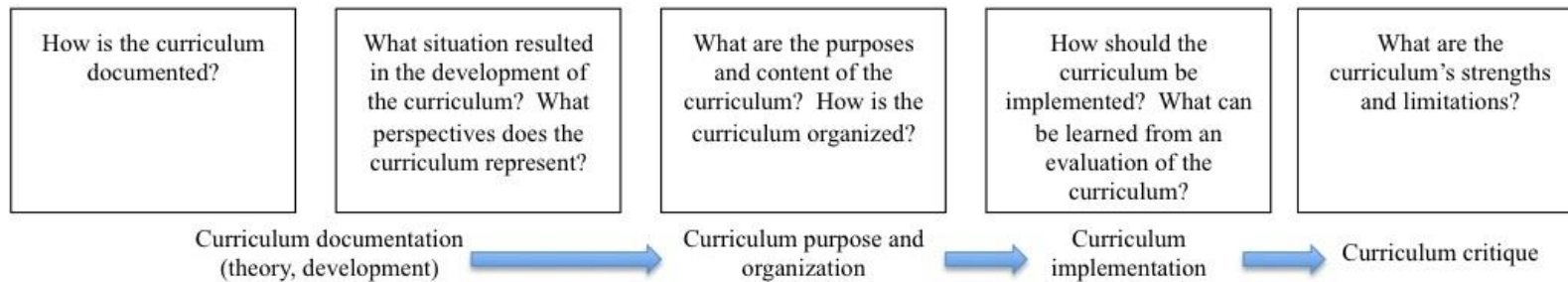


Why Curriculum Analysis?

Curriculum analysis is necessary by virtue of its centrality to two important tasks performed by teachers and administrators: curriculum selection and curriculum adaptation. When selecting or adapting a curriculum for use in a particular classroom, school, or school district, it is important to determine whether or not it is appropriate for the situation. This determination is not limited to an analysis of such matters as the reading difficulty, the quality of the graphics, the factual accuracy of the content, or the amount of math required. This examination also requires the ability to determine the extent to which the assumptions underlying the curriculum are valid for the particular class, school or district. These assumptions consist of implicit beliefs about the central purposes of education, about the intended audience and the way people learn, about the teachers and the best ways to teach, about the subject matter and how it should be organized, and about the community and what it values. An understanding of these sorts of beliefs is at the heart of reflective eclecticism. Uncovering these sorts of beliefs requires probing beneath the surface of the document, reading between the lines and making inferences on the basis of scattered evidence.

Thus, curriculum analysis is more like detective work than clerical work, more like literary analysis than taking stock inventory. Further, if you believe the standards for your discipline are a reasonable description of what students should know and be able to do, your analysis should investigate how well the curriculum is aligned with those standards.

The process of curriculum analysis (George Posner, *Analyzing the Curriculum*)

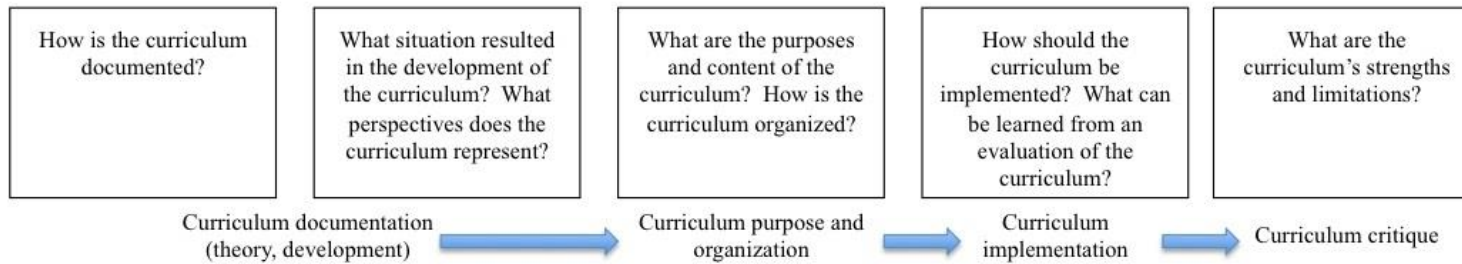


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From George Posner, *Analyzing the Curriculum*, 2004, p.23
